

4. Should provide joy rather than excitement.
5. Activity should be taken part in because of interest of child not because of reward.
6. Must understand natural instincts and impulses.
7. Child must judge better after each activity, unless there is an effect the leadership has not been efficient.

### Objectives: Immediate.

1. Organic power within child.
2. Neuro-muscular development.
3. Development of the impulses - courage, right from wrong, etc.
4. Development of judgment.

### Intermediate & Remote

1. None of qualities are acquired thru activities.
2. Habits, Attitude and Skills learned in one situation dominate the next. Attitude - what one wants to do. Leader's responsibility for guiding formation of attitude thru activity.
3. Remote depends on individual's attitude & what he wants to do. Child must see relationship between what he wants to do, accomplish and health. Reserve time (proper use)

### Desire for health.

1. Interest in pain & discomfort & removal of sources of annoyance.
2. Enjoyment in feeling of elation



and buoyancy in state of health.

3. Interest in enjoyment of activity, achievement & realization of desired traits in activity.

If activity is to contribute to health of child.

1. Must be spontaneous.
2. " " joyous.
3. " " vigorous.
4. " not encourage strain thru over-exertion

Character is a way of acting which is built on child's attitude. Product of properly guided activities. Child plays according to standards and these standards become habits.

Good citizen who has est. good habits of citizenship. May I rest. is this activity under leadership.

Leisure Time is main thing.

Problems:

1. When slaves work whole time & no leisure.
2. Did people know how to use leisure time - Not <sup>origin.</sup> didn't have educated to it. In that respect commercial recreation for participation of employees.

Problems worked out.

1. Better machinery for more free time.
2. Community facilities within reach of all. Athletic fields, gyms, etc.
3. Facilities for hiking & swimming.



4. Opportunity for participation in dramatic music, etc. Events. Use of libraries.

5. Democratic Education that demands that no one be left out. Opportunities for.

### How Age and Sex influence Play.

Children smaller than adults. Not only smaller but body all together different proportion. Children less ability in some lines, more in others.

Children & adults have different likes and dislikes. Interests different.

Children have a different outlook on life. Adult can look ahead.

Child lives in 1 day - week, etc.

Up to 6 & 7 sex activities the same. At 7 & 8 still play together but of different type.

### Individual Differences. (within a group)

1. Very Great.

2. Due to physical & mental growth.

Organic development.

Structural irregularities.

### Dividing Groups:

1. Chronological Age 7-8-9 etc.

2. According to experience child has had.

Betty - 6-9

Peggy - 9-12

Allice - 12-15

Beatrice the business girl.

Ida

Industrial

Martha the motion



## Betty "the Baby" — Birth - Creeping.

1. Individual entirely.
2. Likes to be in a group.
3. Interests in experimenting with motion.
4. Handling objects (flimsy ones)
5. Senseless experimentation.
6. -

## Creeping to 3.

1. Imitates.
2. Creeping, gregarious.
3. Manipulations
4. Walking.
5. Experimenting with sound.

3-6.

- (1) Begins to play with kids her own age.
2. Individual Activities.

Group Activities where all can take part.

1. Offer vigorous activity to any no.
2. Readily learned.
3. Immediate stimulating interest.
4. Increase in interest.
5. Improve self-discipline, stunts, play fairly, etc.
6. Child experiences feeling of Success.



Difference of behaviour of 2 sexes are due to

1. Difference in structure.
2. " " function.
3. Social conditioning.

Physiological differences account only for small part for causes in diff. of behaviour.

Social Conditioning - Greater part role of women in society depend on social traditions. From infancy girl subjected to social pressure which makes her somewhat a different type of being which she would not likely be without social events, etc. <sup>S.P.</sup> Disposes her to different type of activity.

Result of social activities women taking part in activities out of home instead of in. Woman taking in sportsmanship compared to men (Thing of past)

Thorndyke's Opinion -

1. Women vary less from average.
2. More observant of small details.
3. Less interested in things.
4. More interested in people & feelings.
5. " given to nursing, comfort & relieving pain.

Ellis's Theory -

1. Women show less vary. of ability.
2. Less artistic ability.
3. Greater punitiveness.

Differences in activities are in the way they play different types. Boys play longer whereas women tend to leave vigorous active games.



## Girls.

## Physiological

i. Bones (A) Lighter

(B) Thigh bone obliquely situated & pelvic girdle wider.

(C) Shoulder girdle narrower & smaller.

ii. At Birth (A) Lighter & smaller.

iii.

iv. 11-14 girls taller & heavier. The acceleration of <sup>in</sup> growth takes place 1 yr. earlier than in boys.

v.

vi. Girls have more fatty tissue and not so much muscle tissue. not as well adapted to stand effects of strenuous forced activity.

vii. During the diff. of metabolic rate no amount of exercise will make woman as muscular as men. The female stores no energy longer than the male; however tend to store fat rather than muscle. (Muscle largely result of use & action)

viii. Menstruation.  
Pregnancy,



## Differences.

### Boys.

I. Bones are heavier.

(B) Pelvic girdle narrower, thigh bones more vertically situated.

(C) Shoulder girdle broader.

II At birth (A) taller, heavier & larger chest.

III From Birth 'til 11 yrs. Boys continue to be taller & heavier.

IV

V Boys cont. to grow in height <sup>on</sup> later years than girls.

VI

VII Metabolism: Level of metabolism is 10% higher. Short span of time between intake of food & intake of energy.

VIII Functional:



## Girls.

ix Lewis Theory - the glands function to a greater extent & cause a higher output of nervous energy & smaller output of physical energy.

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Boys take part in activities which take higher ° of muscular skill. Both interested in creative activity but boys usually take on mechanical side - girls - decorative. (Not all)  
Boys - larger details - Girls smaller.  
Both interested in collecting.

Why, when and in what cases boys and girls should be separated for their physical activities. Cases in which boys & girls take part in activities to-gether.

Principles of Women's Activities - Somers - 72

Play in education - Lee

Chp. - Girls - (about 325)

Theory of Play by Mason & Mitchell - How Age & Sex influence Play - 2<sup>nd</sup> part.

## Awards.

1. Praise.
  2. Success.
- 

Growth of team games.

When 1 person is singled out.

297

" 2 " " same " "  
Two groups. (double)



## Boys.

IX Glandular. Endocrine, Thyroid, Adrenal.

1. group opposed to other.

Age of Loyalty for Peggy. - All kinds of clubs - C. & A. V. etc. Any organization. Interested in parties, outings, picnics, family outings.

## Alice.

12-14

14-17

Look pg. 93.

### Athletic

1. Sports of all kinds.
2. Very Active + keen.
3. Interested in act.
3. Expected to have qualities of sportsmanship.
4. Officiating, Organizing activities.
6. Outdoors, camping, etc.
7. Interested in boys as pals.

### Creative

artistic endowment.

1. Originality. Imagination, etc.
2. Reading - Studying.
3. Can amuse herself
4. Music + Dramatic Clubs.
5. Nature.
6. Patience for detail.
7. Interested in the activities rather than entirely social activities.

### Social.

1. Boys.
- 2.



Lead up games for girls about 11-12-15.

Rhythmic activities: Tap Dance.

Barn " .

Folk " .

Tumbling and stunts.

- Look Pg. 396. -

Dramatics - 3 different types.

- Read 142, on. -

- " 149. -